

6 month reporting date 11/25/03 X
 12 month reporting date 5/25/04 X
 Closed 11/16/04

Kadoka School District Improvement/Progress Report Form

Principle1: General Supervision				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) An IEP in effect as of the December 3, 2001, child count was not found for one (1) student. The district will not receive the federal flow through funds for this student.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The school district will have established procedures for collecting, maintaining, and reporting current and accurate child count data.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All students reported on the child count will have an IEP in effect on the child count date.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The Special Education Director will gather IEP cover sheets in November. What data will be given to OSE to verify this objective? The Special Education Director will report to OSE the percentages of IEPs reviewed at 6 months and 12 months that are active from the December Child Count	Prior to Thanksgiving	Special Education Director/ Special Education Teachers	November 17, 2003 ongoing	Met Nov '04

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Please explain the data (6 month) The SPED Director gathered 100% of the active IEP cover pages from Dec. 3, 2002 until Nov.17, 2003 to insure all active IEP's were reviewed within the one- year timeline. 100% of the IEP's had been reviewed within the year timeline. All active IEP's are current as of Nov. 17, 2003.				
Please explain the data (12 month) The SPED Director gathered 100% of the cover pages from IEPs dated December 4, 2003 until April 14, 2004. Six students do not have current IEPs that were on the December child count because they have dropped out of school or moved from the district prior to their IEP date. The students on IEPs that are still attending school have current IEPs showing the team met within the 365 day timeline. This is 100% compliance on students still going to school in the district.				
2. What will the district do to improve? The Special Education Director will use an Excel spread sheet to tract annual reviews and lapsed IEPs. What data will be given to OSE to verify this objective? OSE will receive the percentage of IEPS that met the 365-day timeline.	End and beginning of each school year and ongoing.	Special Education Director	Aug. 28, 2003 met	Met Nov '04
Please explain the data (6 month) 100% of the active IEP's met the 365-day timeline.				
Please explain the data (12 month) Using the spreadsheet, the SPED Director reviewed the one year meeting dates to determine if all active IEPs had been met. The SPED director determined that all IEPs were active except for the students who had dropped from school or moved to a different district. Those files were placed in the inactive category.				
3. What will the district do to improve? The Special Education Director will meet at the beginning of each school year to assist Special Education Teachers and Speech Therapists with organizing dates and times for IEPs on an approved school calendar. What data will be given to OSE to verify this objective? A copy of the meeting data and a school calendar.	Beginning of each school year	Special Education Director and Teachers	Sept. 5, 2003 met	

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Please explain the data (6 month)

The SPED Director met individually with each SPED Teacher and Speech Therapist to review their case load and write down due dates on IEP's. The SPED Director compared this information with the EXCEL spreadsheet made prior to Sept. 5, 2003 to determine if there were any discrepancies. The SPED staff was then instructed on the importance of meeting the 365-day timeline. The SPED director made suggestions to SPED staff to keep a calendar with dates marked to send out prior notices and meeting dates. Review the calendar daily so no dates are missed.

Please explain the data (12 month)

Principle 3: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Districts are required to ensure that a variety of assessment tools and strategies are used to gather relevant functional and development information about the child, including information provided by the parent. The review team finds the district has not ensured parental input into the evaluation process. No evidence of parental input was documented in any of the student files reviewed. In interview with district staff, they report contacting parents; however, no documentation of this opportunity for parental input occurs.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district provides the parents with the opportunity to provide input into the evaluation process for their child.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)

All student evaluations will show evidence of parental input.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date objective is met

12 month progress
Record date objective is met

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<p>1. What will the district do to improve? Prior notices will have a space designated for parents to write in their concerns for the child and the child's strengths and needs. This will be on the consent form.</p> <p>What data will be given to OSE to verify this objective? SPED Director will give OSE a percentage of parents who were contacted and responded with input into the child's evaluation process.</p>	<p>Current Practice</p>	<p>SPED Staff</p>	<p>Jan 17, 2003 met</p>	
<p>Please explain the data (6 month) 100% of the files reviewed using the revised evaluation consent form showed 40% of the parents chose to give input into the evaluation process by writing information on the lines provided. There were 8 evaluations completed and of the eight only three gave input.</p>				
<p>Please explain the data (12 month)</p>				
<p>2. What will the district do to improve? Parent input will be gathered by phone or personal contact in order to discuss the evaluation process and concerns with the parent.</p> <p>What data will be given to OSE to verify this objective? Percentages of files reviewed by SPED Director will be reported to OSE verifying the process is being carried out.</p>	<p>Current Practice</p>	<p>SPED Teachers</p>	<p>Nov. 17, 2003 ongoing</p>	<p>Met Nov'04</p>
<p>Please explain the data (6 month) The SPED director reviewed 100% of the files of students who were re-evaluated or initial evaluations and found parent input was documented on 3 out of 8 consent for evaluation forms. Phone contact was attempted on the other 5 however there was not any input.</p>				

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Please explain the data (12 month) There were seven files reviewed (100%) in which initial evaluations or re-evals were completed. All seven files viewed showed attempts to notify the parent were made and documented by the SPED teacher on the consent form. However, only three parents were reached by phone that actually gave input into the process.				
3. What will the district do to improve? Documentation on prior notice forms will show parental input regarding which evaluations will best meet their child's needs. What data will be given to OSE to verify this objective? SPED Director will do a random check of files at each school. (50%)	Current practice prior to sending out permission to evaluate	SPED Staff and Parents	Nov. 17, 2003 met	
Please explain the data (6 month) The consent form for evaluation was revised. Of the 8 students who were re-evaluated or initially evaluated, 0 parents had input into specific evaluations. Three parents commented on their child's strengths, weaknesses, and concerns. The others had no comments at all.				
Please explain the data (12 month)				
Principle 3: Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) A copy of the evaluation report and documentation of determination of eligibility must be given to the parents. Of the 11 student files reviewed, documentation that the parents received a copy of the evaluation report was missing in 8 files.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. A copy of the evaluation report and documentation of the determination of eligibility is given to all parents.				

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<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The district will provide a copy of evaluation reports to the parent and document this by having the parent initial the state recommended IEP form.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? Each SPED teacher is required to use the most current state recommended IEP form.</p> <p>What data will be given to OSE to verify this objective? The SPED director will report to OSE the % of IEPs that were initialed by the parent verifying a copy of evaluation results were received.</p>	<p>Current Practice</p>	<p>SPED Director and Teachers</p>	<p>Nov 19, 2003 met</p>	
<p>Please explain the data (6 month) The SPED Director reviewed 13 out of 13 files that were re-evals or initial evaluations and 13 out of the 13 were initialed that the parent received a copy of the evaluations.</p>				
<p>Please explain the data (12 month)</p>				
<p>Principle5: Individualized Education Program</p>				

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<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>A student's present levels of educational performance statement must include the student's strengths, weaknesses, areas/skills to be addressed, information from evaluations, parental input, observations, and how the disability affects the child's involvement and progress in the general curriculum. In eight student IEPs reviewed, the effect of the student's disability on the student's involvement in the general curriculum was not reflected in the IEP. Four of the statements reviewed did not include parental input, and a student's present levels of performance in the area of transition was missing for all secondary IEPs reviewed. In addition, since the district is not consistently summarizing the functional assessments completed for students, the present levels of performance statements do not always reflect skill-based data.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>A student's present levels of performance will include the student's strengths, weaknesses, all areas/s to be addressed, information from functional assessment, parental input, and how the student 's disability affects involvement and progress in the general curriculum in order to provide a starting point for goal development.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Present levels of performance statements will contain summary information from functional assessment for all areas affected by the disability, and include parental input.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? The SPED Director will draft a PLOP with the required fields of information and have each SPED Teacher use this draft as a guide for writing PLOPS.</p> <p>What data will be given to OSE to verify this objective? The SPED Director will give a percentage to OSE of PLOPS written with the required information.</p>	<p>Current Practice In place 8/25/03</p>	<p>SPED Teachers and Director</p>	<p>Nov. 19, 2003 met</p>	

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<p>Please explain the data (6 month)</p> <p>The SPED Director reviewed 13 out of 13 files that were re-evaluations or initial evaluations. Of the 13 files 13 of the PLOP's referred to functional testing with the student.</p>				
<p>Please explain the data (12 month)</p>				
<p>Principle5: Individualized Education Program</p>				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) During file reviews, the team found that "as needed" was used to describe the frequency of accommodations/modifications needed four of the IEPs reviewed. The location of the needed modification was also not consistently described within the IEPs.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The amount of services provided, including the anticipated frequency, location, and duration or accommodations/modifications will be clearly detailed within student IEPs.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The frequency, location, and duration will be listed for all modifications/accommodations within the IEP.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

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<p>1. What will the district do to improve? The SPED director will meet with SPED teachers and Speech and Language Therapists to review requirements when writing duration, frequency, and location of services for accommodations/modifications.</p> <p>What data will be given to OSE to verify this objective? The SPED director will review files and give a percentage of files in compliance to OSE.</p>	<p>Current Practice</p>	<p>SPED Director and SPED Teachers</p>	<p>Nov. 19, 2003 met</p>	
<p>Please explain the data (6 month) The SPED Director reviewed 25 files and of the 25 files all were in compliance except 1. This file showed under Shortened Assignments in Mathematics a statement saying “as long as he is understanding the material”. The frequency was checked as daily.</p>				
<p>Please explain the data (12 month)</p>				
<p>Principle5: Individualized Education Program</p>				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The monitoring team found the Kadoka School District did not ensure that IEPs of students addressed transition as a coordinated set of activities with a goal-oriented approach. Through review of all IEPs and student files at the transition level, the review team found that courses and activities were not related to the overall goal, and the goals and transition plans were generic and did not address individual future outcomes, but focused primarily on passing courses and graduating. Through interview with district staff, the team became aware that staff is unclear how to integrate transition planning and the planning of coursework for students at the high school level.</p> <p>Every student on an IEP that is 14 years of age and older must also has a statement of transition service needs that focuses on the student’s course of study. Of the files reviewed in which transition is a required component, the course of study pages within the IEP were incomplete and nonspecific, and listed some required courses, then “electives”.</p>				

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.
Transition plans for students are a coordinated set of activities, reflecting student strengths and interests, to prepare them for post school activities.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)
The district will develop IEPs that include a complete course of study for each student by age 14 or younger if appropriate.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The school district is sending the SPED Teacher responsible for transition IEPs to an in-service specializing in transition services and transition IEPs. What data will be given to OSE to verify this objective? Confirmation of attending the in-service.	August 2003	SPED Teacher SPED Director	June 30, 2003 met	

Please explain the data (6 month)
The high school SPED teacher attended a transition workshop in Vermillion from June 10-June 13.

Please explain the data (12 month)

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<p>2. What will the district do to improve? The district will make a list at the beginning of each school year of those students who will be turning 14 during the course of that year. A meeting will be held and course of study developed for each of these students prior to their 14th birthday.</p> <p>What data will be given to OSE to verify this objective? The district will report the number of students turning age 14 during each school year and the % of those with a course of study developed prior to their 14th birthday.</p>	<p>Ongoing Yearly By 9/15/of that year</p>	<p>SPED Teacher SPED Director</p>	<p>Sept 2, 2003 met</p>	
<p>Please explain the data (6 month) The school district has 5 who are turning or turned 14 from Jan. 6, 2003 until May 28, 2004. The files reviewed of the students who have already turned fourteen show page 3A – Transition page has been completed using the life planning outcomes as a guide for selecting the course work.</p>				
<p>Please explain the data (12 month)</p>				
<p>3. What will the district do to improve? When developing the course of study for student' beginning at the age of 14, the district will include specific electives that are linked to the life planning outcomes, 100% of the time.</p> <p>What data will be given to OSE to verify this objective? The district will review all files of students age 14 and report the % of files, which contain specific electives, based upon student centered life planning outcomes.</p>	<p>Continuous Practice</p>	<p>SPED Teacher, SPED Director, Speech and Language therapist</p>	<p>Nov. 20, 2003 met</p>	

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Please explain the data (6 month)

The Sped Director reviewed 9 files of students who are 14 years of age. The files showed 100% of the course work was specific to what they wanted to do in their life and what the school has to offer. There were not any electives listed in the course work.

Please explain the data (12 month)

Principle5: Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The monitoring team found the Kadoka School District did not ensure that IEPs of students addressed transition as a coordinated set of activities with a goal-oriented approach. Through review of all IEPs and student files at the transition level, the review team found that courses and activities were not related to the overall goal, and the goals and transition plans were generic and did not address individual future outcomes, but focused primarily on passing courses and graduating. Through interview with district staff, the team became aware that staff is unclear how to integrate transition planning and the planning of coursework for students at the high school level.

Every student on an IEP that is 14 years of age and older must also has a statement of transition service needs that focuses on the student's course of study. Of the files reviewed in which transition is a required component, the course of study pages within the IEP were incomplete and nonspecific, and listed some required courses, then "electives".

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Transition plans for students are a coordinated set of activities, reflecting student strengths and interests, to prepare them for post school activities.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)

IEPs for students 16 and over will include transition services, including any needed agency linkages, which are a coordinated set of activities to meet the student's outcomes in employment and independent living.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? When developing a transition plan, district staff will address all five transition service areas to include needed agency linkages, initiation, duration and staff responsible for follow-up.</p> <p>What data will be given to OSE to verify this objective? The SPED director will review all files of students age 16 and older and report what percentage of files have addressed all 5 areas of transition.</p>	Current ongoing practice	SPED Teachers, SPED Directors	Nov. 20, 2003 met	
Please explain the data (6 month) There were 13 files reviewed and of the 13 files reviewed all files addressed each of the 5 areas by showing a goal or justification statement, title of personnel/agency responsible and the date initiated. One file showed a completion date.				
Please explain the data (12 month)				
<p>2. What will the district do to improve? When developing a transition plan, the district will document activities/service recommendations based upon the transition evaluation, present levels of performance and student centered life-planning outcomes 100% of the time.</p> <p>What data will be given to OSE to verify this objective? The district will review all files students age 16 and report through a quality assurance analysis if the transition plan represents a coordinated set of transition activities and services.</p>			Nov 20, 2003 ongoing	Met Nov '04

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Please explain the data (6 month)

The SPED director viewed 13 files. Of the 13 files, all of them showed a coordinated set of transition activities, which stem from the life-planning outcomes.

Please explain the data (12 month)

The SPED director viewed 12 files. Of the 12 files, all of them showed a coordinated set of transition activities, which stem from the life-planning outcomes.